Investigation of Syrian Refugees' Motivations for Learning Turkish

Murat Sami TÜRKER [1]*, Halit ÇELİK [2]

[1] *Anadolu University, Turkish Language Teaching Application and Research Center, Eskisehir, Turkey; ORCID: orcid.org/ 0000-0002-2037-8508*

[2] *Kütahya Dumlupınar University, Altıntaş Vocational School, Kutahya, Turkey; ORCID: orcid.org/ 0000-0001-7083-6127*

Corresponding author: Murat Sami TÜRKER, E-mail: muratsturker@gmail.com

ARTICLE INFO

ABSTRACT

Motivation undoubtedly plays an important role in learning a second language in that the whole process presupposes motivation to some extent. In the context of Syrian refugees, understanding the factors motivating learners is the very first step in the language learning process in that the refugees must first be integrated into the education system, which will soon facilitate adaptation to society. In this quantitative study, a cross-sectional survey model was employed to determine the reasons for Syrian adult refugees to learn Turkish and examine the influence of motivation on Turkish language achievement. The participants were Syrian adult refugees who learned Turkish as a second language in Turkey. The data of the study were obtained using a questionnaire including the "Motivation Scale for Learning Turkish as a Foreign Language" and the "Turkish Achievement Test" developed by the researchers. Data obtained from the motivation scale were analyzed quantitatively by using descriptive statistics, and the mean values and the standard deviations of the achievement test scores were calculated using SPSS. The results indicated that the main reasons Syrian refugees learn Turkish are professional career, academic career, survival needs and social adaptation. On the other hand, their motivations were found to be high, and it was revealed that refugees were mostly instrumentally motivated. While no significant differences were found in the level of motivation among of Syrian adult refugees in terms of their reasons for learning Turkish, the results clarified that motivation has a great role in raising proficiency in learning Turkish as a second language. Regarding the results of the study, it can be suggested that language teachers should be aware of various reasons of their learners to learn a language and seek ways to motivate them, which will support the learning process.

Key words: Language Achievement, Learning Turkish As A Second Language, Motivation, Refugee

INTRODUCTION

Since the very ancient times of history, people have relocated for various reasons such as changing or improving their social status, or getting rid of their current situation. These occurred as individual or group relocations at a short or long-distance. This situation, which results in population movements, is called migration and has been addressed as the most important human mobility affecting the agenda of countries.

It would be more accurate to treat people's tendency to migrate as the consequences of obligatory external and internal factors rather than arbitrariness. It should also be noted that people who migrate for many reasons such as wars, political repression, rebellions, coups, economic problems, ethnic conflicts, religious repression, social and cultural distortions contribute to their new places in many ways. In this context, it is worth first approaching the topic as a term and then looking at its sociological dimensions. In the Glossary on Migration, the International Organization for Migration (IOM) defines the terms "migration" and "migrant" as follows:

Migration: The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification. See also net migration, total migration, tourism (IOM, 2011, pp. 62-63).

Migrant: At the international level, no universally accepted definition for "migrant" exists. The term migrant was usually understood to cover all cases where the decision to migrate was taken freely by the individual concerned for reasons of "personal convenience" and without intervention of an external compelling factor; it therefore applied to persons, and family members, moving to another country or region to better their material or social conditions and improve the prospect for themselves or their family. The United Nations defines migrant as an individual who has resided in a foreign country for more than one year irrespective of the causes, voluntary or involuntary, and

the means, regular or irregular, used to migrate. Under such a definition, those travelling for shorter periods as tourists and businesspersons would not be considered migrants. However, common usage includes certain kinds of shorter-term migrants, such as seasonal farm-workers who travel for short periods to work planting or harvesting farm products (IOM, 2011, pp. 61-62).

As implied with these definitions, there is no external pressure on migrants. This suggests that most of the Syrians who have come to Turkey are not migrants. This is because Syrian citizens have come to Turkey due to the civil war in their country, which is an act of displacement that people are systematically subjected to, in order to address their vital needs rather than raising their living standards. In this case, "refugee", another concept related to migration, should be addressed.

> Refugee: A person who, "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. *(Art. 1(A) (2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol).* In addition to the refugee definition in the *1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention* defines a refugee as any person compelled to leave his or her country "owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality." Similarly, the *1984 Cartagena Declaration* states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order." (IOM, 2011, pp. 79-80).

Turkey has used the term "refugees" for those coming as a result of incidents in Europe and "asylum seekers" for those from outside Europe (Özkarslı, 2014, p. 17). Syrians in Turkey, mostly women and children, are asylum seekers in this context since they have been forced to migrate due to the civil war and internal conflicts in their country. However, according to the Law on Foreigners and International Protection (YUKK) dated 11.04.2014 and numbered 6458, these people are accepted as "conditional refugees".1 The participants of the study will be hereinafter referred to as "refugees".

Teaching Turkish as a Second Language and Refugees

Today, there are 185,001 students in Turkey enrolled in higher education who are studying Turkish as a foreign language.2 However, the refugee influx caused by the civil wars in Syria and Iraq has largely affected Turkish language teaching practices. Considering the students in the Turkish teaching centres of universities, it is seen that there are thousands of Syrian refugees learning Turkish for various

reasons such as marriage, trade, adaptation to social life and literacy as well as the international students studying Turkish for academic purposes. While most of these refugees have high motivations for learning Turkish due to their language learning needs, some refugees keep their motivation low in line with their dreams of returning to their countries. This results in differences in their language learning processes.

The trainings addressing the needs and objectives of refugees who learn Turkish for various reasons are provided by various state institutions. General Directorate of Lifelong Learning of the Turkish Ministry of National Education (MoNE - GDLL), whose strategic goal is to increase the participation rates of Syrians in courses carried out in public education centers (PEC), has made an important effort for Syrians in Turkey in terms of both Turkish literacy and vocational training. Between 2014 and 2018, the number of Syrians who participated in Turkish language courses prepared by MoNE was 258,260, and 345,927 Syrian adult refugees participated in vocational courses. It is noteworthy that more than 60% of trainees in these courses were women (Erdoğan & Çorabatır, 2019, p. 31).

Teaching Turkish as a Second Language and Motivation

In teaching Turkish as a second language, several opportunities are offered throughout the country through various programs in line with the needs and objectives of the target audience. These programs are usually designed with a motivated audience in mind. It can be said that students who start foreign language learning with high motivation, are free of prejudices for language learning and do not have negative perceptions about learning the target language are more advantageous than those who have negative perceptions towards language learning (Tunçel, 2014, p. 178).

Motivation, in general terms can be defined as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out." (Dörnyei & Ottó, 1998, p. 64). One uses this driving force in line with the target they have set. In this respect, each element that increases motivation is an important factor that will help improve the language learning process. Dörnyei (1998, p. 117) states that "Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent." In the context of Syrian refugees, marriage, professional career, literacy, adaptation to social life are examples of internal and external factors that can motivate them to learn Turkish.

An abundance of evidence from previous research has suggested that motivation is the key element in the language learning process (Dörnyei, 1994, p. 273). In the study carried out by Kardeş and Akman (2018), teachers listed the factors that hinder Syrian children to achieve learning outcomes as not

---

1 Retrieved on January 6, 2021 from https://www.resmigazete.gov.tr/eskiler/2013/04/20130411

2 Retrieved on January 6, 2021 from https://istatistik.yok.gov.tr/

being adequately supported by others, and the child's reluctance to get education. The child's reluctance is thought to be the result of his inability to express himself due to language problems (p. 1234). Today, it is seen that the number of refugees who can speak Turkish is quite high. However, these results may be misleading since there are Syrian Turkmens among the refugees. They speak Turkish fluently; however, they are not literate in all respects of Turkish language (grammar, writing, speaking, reading, etc.). The findings of the study conducted by Erdoğan et al. (2017) support these results that 37.75% of the participants, who were Syrian university students, were advanced level, and 41% were intermediate level Turkish speakers. The study revealed that there were Syrian Turkmens among refugees, and the reason that they spoke Turkish well might be because their parents were of Turkish origin rather than they learned Turkish well in Turkey (p. 43).

Öztürk (2018) highlights that school-age Syrian refugees in Turkish education system are subjected to social exclusion and they become isolated as a result. In order to prevent such negativity, the first thing to do is to ensure that the refugee students have the literacy skills to communicate with their teachers and peers (p. 72). These results are supported by teachers' observations in the classroom. Language problems, cultural differences and emotional problems are regarded by teachers as the main problems with refugee/migrant students (Yurdakul & Tok, 2018, p. 55)

In their study, Türker and Göçmenler (2020) found that most problems experienced by Syrian students in previous years in Turkey remained largely the same. The results showed that Syrian students could not learn Turkish well, which led to many other problems such as absenteeism, falling behind the curriculum, inability to adapt to the environment, and as a result behavioral disorder (p. 4565). Teaching Turkish to Syrian refugees plays a significant role in solving these problems. These students must first be integrated into the education system, which will soon facilitate adaptation to society. For this reason, a well-designed learning environment should be established for students to learn Turkish.

LITERATURE REVIEW

Reviewing the literature in this field, it is seen that individuals who learn Turkish in Turkey or abroad have various reasons for learning the language. This variety is shaped by the purposes and needs of using the language by the target audience. In the study that Tunçel (2016) conducted with Greek students it was revealed that students learned Turkish for reasons such as the effect of Turkish serials broadcast on television channels, the desire of students to learn a language other than European languages, the fact that Turkey and Greece are neighbouring countries, and the similarities between Turkish and Greek cultures (p. 124). In the report, which aims to analyze the situation of language education for refugees in Turkey, it was underlined that the main reason to learn Turkish is to be able to communicate and make friends with Turkish people, to get familiar with the habits and the culture of the society, to survive in their new countries, to be aware of what is happening around them, to interact and live in harmony with neighbors (Nimer, 2019, p. 17).

Balaban (2014) conducted a study with Albanian students and listed Albanian students' purposes for learning Turkish as job opportunities, trade, education, residing in Turkey, and interest in Turkish language (p. 628). In their study, Tok and Yığın (2013) found that students had a desire to learn Turkish for almost the same purposes, which are professional and educational career, tourism, marriage and political reasons (p.144). In another study, which was conducted with the participants from a country far from Turkey, it was revealed that the most emphasized reason for learning Turkish was to acquire a new language and be involved in cultural interaction (Sayar, 2019, p. 100). As can be understood from these studies, the reasons of the target audience for learning Turkish vary according to various purposes.

As for the role of motivation in foreign/second language learning, numerous studies have been conducted by researchers with students from different educational backgrounds. Most studies indicated that there exists a mutual relation between motivation and language learning, in which motivation helps learners to acquire a new language. One of these studies was conducted by Wimolmas (2013) in order to investigate university EFL learners' motivations in Thailand. The overall results of the study revealed that the students were highly motivated to learn English. The findings also showed that the students were more instrumentally motivated to learn English (p. 913). In a similar research, Goktepe (2014) explored the attitudes and motivations of Turkish first-year university students towards English language learning. The results revealed that the students were mostly instrumentally motivated for their professional needs (p. 326). Culma (2011) investigated the role of motivation types in an English conversation class and found that students perceived themselves as being more successful in learning English when they were integratively motivated (pp. 67-68).

In Iranian EFL context, a study was conducted by Gholami et al. (2012) to explore the motivation type that dominated among 3rd grade high school students and to find out the motivation type of high achievers. It was clarified that instrumental orientation was the dominant motivational type among high school students and those who were integratively motivated were high achievers in the study (p. 1422).

With the participation of Iranian advanced EFL learners, Ebrahimi and Heidarypur (2016) carried out a study to explore the relationship between personality types, motivation and language learning success. Based on the findings, they signaled a significant relationship between motivation and students' success indicating that the students' success in learning English was related to their motivation (p. 149).

Another research that focused on the relationship between language learning and motivation and attitude was conducted by Oroujlou and Vahedi (2011). The results of the study revealed that attitude and motivation had a great influence on raising efficiency and proficiency of the students in learning a second language (p. 998).

In the secondary school context, Wariyo (2020) investigated the factors affecting English language achievement with the participation of 120 grade nine students. Consistent with the results of previous studies, the results revealed

significant correlations between English language learning motivation and English language achievement (p. 145).

In Turkish EFL context, Sakiroglu and Dikilitas (2012) investigated the relation between students' motivation in learning English and their proficiency level. They reached similar results that there was a direct relation between motivation and the proficiency level, which means that the more motivated the students were, the higher proficiency levels they had (p. 3218).

METHOD

This study was conducted adhering to the ethical rules to be followed in scientific publications and research. In this context, the ethics committee approval required for the research has been obtained from Anadolu University Scientific Research and Publication Ethics Board with the letter dated 20.07.2020 and numbered 35853172-000-E.00001161179.

Research Design

This quantitative study emphasizes the motivations of Syrian adult refugees who learn Turkish as a second language. In this context, a cross-sectional survey model was employed to determine the reasons for Syrian adult refugees to learn Turkish and examine the influence of motivation on Turkish language achievement. Cross-sectional surveys involve observation of a specific population at one specific point in time (Babbie, 2017, p. 107; Creswell, 2005, p. 355), which can be very useful for providing one-off information about the attributes of that population (Wyse et al., 2017, p. 399). The research questions addressed in the study are as follows:

1. What are the reasons for Syrian adult refugees to learn Turkish?
2. What is the level of motivation of Syrian adult refugees towards learning Turkish as a second language?
3. Do Syrian adult refugees' motivations for learning Turkish differ significantly in terms of their reasons for learning Turkish?
4. Do Syrian adult refugees' Turkish achievement levels differ significantly in terms of their motivation for learning Turkish?

Sample/Participants

Due to the civil war in their country, Syrian refugees who have been forced to migrate to Turkey need to learn Turkish for different reasons in the process of establishing a new life. Today, Syrian adults residing in Turkey learn Turkish in public education centers (PECs) of their provinces. The population of the research is Syrian adult refugees who learn Turkish as a second language. The sample of the research was selected from the population on the basis of cluster sampling method. Cluster sampling, a probability sampling technique, is used where it is very difficult, if not possible, to list all the members of a target population and select the sample from among them. In this sampling technique, researchers divide the population into clusters and a simple random sample among the groups is then selected (Ary et al., 2014,

p. 167; Gliner et al., 2017, p. 146; Gürbüz & Şahin, 2016, p. 167; Laher & Botha, 2012, p. 91). In this context, Syrian adult refugees who learn Turkish in Kilis PEC constitute the sample of the study. Demographic information regarding the sample is shown in Table 1.

The age of the refugees participated in the study ranged from 16 to 68. The female/male ratio was close to 4:1. As for the level of education, 8% of the refugees reported they graduated from primary school, 11.4% graduated from secondary school, 35% are high school graduates, and %45.6 have got college degree.

Instruments

The data of the study, which is quantitative research, were obtained using a questionnaire including the "Motivation Scale for Learning Turkish as a Foreign Language" developed by Sevim (2019), and the "Turkish Achievement Test" developed by the researchers. In the first part of the questionnaire, there are questions about the demographic information of the participants, an open-ended question about the reasons why they learn Turkish, and 22 items on their motivation for learning Turkish. An exploratory factor analysis (EFA) was conducted to determine the factorial structure of the five-point Likert-type motivation scale (1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – Strongly agree) in the current research sample (principal component analysis/varimax). According to the EFA, Kaiser Meyer Olkin (KMO) and Bartlett's Test of Sphericity results were significant (KMO= 0.95; χ^2= 4159.6; df= 231; $p < 0.001$). In addition, it was revealed that the motivation scale had a three-factor structure, and the motivation of the participants towards learning Turkish was discussed in the sub-constructs of internal motivation (IntM), instrumental motivation (InsM), and cultural motivation (CulM). Factor loadings of the scale were 0.65-0.76 for IntM; 0.73-0.87; for InsM; 0.79-0.87 for CulM. The total variance explained by the factors was calculated as 65.55%. These values are among the boundary values recommended in the literature (Hair et al., 2014, p. 115). Confirmatory factor analysis was conducted to determine the factor structure of the scale. As a result of confirmatory factor analysis, the fit

Table 1. Demographic information of the participants

Variable	Features	n	%
Age	16-20	36	13.7
	21-30	99	37.6
	31-40	82	31.2
	41+	46	17.5
Gender	Male	63	24
	Female	200	76
Level of Education	Primary school	21	8
	Secondary school	30	11.4
	High school	92	35
	College	120	45.6
Total		263	100

indices values of the three-factor structure of the scale were $\chi2$= 308.10; df= 262; CFI= 0.96, RMSR= 0,097, SRMR= 0.057, RMSEA= 0.044. Also, the results revealed that $\chi2$/DF ratio was 1.176, indicating good model fit (Schermelleh-Engel et al., 2003, p. 52). The reliability of the scale was checked with the Cronbach's Alpha coefficient, and alpha value of the sub-constructs of the scale was α= 0.79 for IntM, α= 093 for InsM, and α= 0.88 for CulM. These results suggested the scale is reliable (George & Mallery, 2020, p. 236; Kalaycı, 2017, p. 405).

The achievement test, which covered the topics the participants learned in the course, consisted of 40 multiple-choice questions. To assess the validity of the achievement test, expert judgement was obtained, and the test was piloted with 23 students learning Turkish as a foreign language. The results of the analysis showed that the tests have strong validity and were proven to be highly reliable (KR-20= 0.80). In addition, all items were confirmed to have a strong item discrimination power and can be used in the tests (r > 0.30).

Data Analysis

Participants were asked what their main reason for learning Turkish was with an open-ended question in the questionnaire form and the data obtained were analyzed using the content analysis method. First, the data were coded separately by the researchers and code categories were created. Then similar codes were identified and further grouped into overarching themes. Following the coding and grouping process, descriptive statistics were used to calculate the frequencies and percentages, and the data were interpreted. In order to ensure the reliability of qualitative data, direct quotations from the views of the participants were included. Syrian adult refugees' motivations for learning Turkish were examined by using descriptive statistics such as percentage, frequency, means and standard deviations on their scores obtained from the "Motivation Scale for Learning Turkish as a Foreign Language". In order to group the participants in terms of motivation levels, a two-stage clustering analysis was conducted. In the first stage, motivational patterns were evaluated by using the item means obtained from the motivation scale through Ward technique, which is a hierarchical clustering method. The dendrogram revealed a three-group cluster can be used. In the second stage, the reliability of the three-group cluster was checked using the K-means technique, which is a non-hierarchical clustering method. The result of the analysis revealed that the means obtained by applying both Ward and K-means techniques were similar to each other. As a result, a three-group cluster was determined regarding Syrian refugees' motivations for learning Turkish as a second language, a) low motivation, b) moderate motivation, c) high motivation. Data regarding cluster analysis is demonstrated in Table 2.

Regarding Turkish achievement levels of the refugees, the raw scores obtained from the Turkish achievement test were converted into percentages and then the mean values and the standard deviations were calculated using SPSS. The results were interpreted with a significance level of 0.05.

RESULTS AND DISCUSSION

In the study, which aimed to examine the motivations of Syrian adult refugees residing in Turkey and learning Turkish as a second language, data obtained from the questionnaire and the achievement test were analyzed and interpreted within the scope of related research questions.

What are the Reasons for Syrian Adult Refugees to Learn Turkish?

In an attempt to find out the refugees' reasons for learning Turkish, data obtained from the open-ended questions in the questionnaire were interpreted. The results are shared in Table 3 below.

As can be seen in Table 3, the reasons for Syrian adult refugees to learn Turkish are categorized into four major groups. Around one third of the participants (33.1%) stated they learn Turkish for their professional careers, which is a prerequisite to finding a job in Turkey. The views of some refugees who learn Turkish primarily for finding a job are as follows:

> *"We have children, we have families. We must offer them a good life and meet their needs. We can't do our job here because we don't know Turkish. I don't want to wait doing nothing. I will learn Turkish and earn money." P 16*
> *"I'm a physics teacher. I've applied the courses several times, but they don't accept me. I must learn Turkish to do my job here." P 63*
> *"I can only find a job as a worker without Turkish. After completing the course, I want to work as an Arabic-Turkish translator." P 133*
> *"They don't employ Syrians in big cities. In fact, we are good at many jobs. If we must speak and understand Turkish well it is easier to find a good job." P 201*

Table 2. Cluster analysis for motivation levels

Factors	Groups					
	Low (n=35; 13.3%)		Moderate (n=75; 28.5%)		High (n=153; 58.2%)	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
IntM	2.96	0.47	3.70	0.55	4.10	0.52
InsM	2.51	0.56	3.77	0.47	4.85	0.24
CulM	2.53	0,53	3.73	0.55	4.77	0.37

Table 3. Reasons for learning turkish

Reasons		Motivation group			Total
		low	mod	high	
Professional career	f	8	27	52	87
	%	3%	10.3%	19.8%	33.1%
Academic career	f	11	16	42	69
	%	4.2%	6.1%	16%	26.2%
Survival needs	f	13	18	37	68
	%	4.9%	6.8%	14.1%	25.9%
Social adaptation	f	3	14	22	39
	%	1.1%	5.3%	8.4%	14.8%
Total	f	35	75	153	263
	%	13.3%	28.5%	58.2%	100%

Among the refugees 69 stated that they would like to continue their education or start a university to get an undergraduate or graduate degree. Below are the thoughts of some refugees, whose primary focus is their academic career:

> "I graduated from high school in Syria three years ago. I'm working as a construction worker now, but actually I want to study at a university. Universities in Turkey are really good. I want to go to İstanbul and study chemistry." P 95

> "I've dreams like everyone else. It doesn't matter where we are, in Syria or in Turkey. I have to continue my education to make my dreams come true. Now that we are in Turkey, I have to learn Turkish first." P 181

> "My brother and my cousins have worked in many jobs so far, but I want to study at university. Now, I'm in B1 course. When I learn Turkish and get my certificate, I will take the exams." P 33

> "There are so many Syrians in the school, so I cannot learn Turkish. Everyone speaks Arabic, so I take this course in the evenings to learn Turkish. I will finish high school, then I will take the university admission exams." P 177

A similar number of participants cited survival needs (n= 68) such as getting health and social services, doing shopping, finding a shelter, etc. as their main reasons for learning Turkish. Regarding survival needs, some refugees stated that:

> "I was illiterate when I first came here, but now I can read and write. My wife is taking the course as well. We can go to hospital, talk to doctors, go to the school of our children and talk to their teachers." P 221

> "We were forced to be displaced from our countries. We didn't know Turkish when we first came here. We had difficulty in many ways. We had to find a house to rent, do shopping, take the bus, find a job. It is impossible to live here if one doesn't know Turkish". P 257

> "My children go to school, they have Turkish friends. They know Turkish well but I'm not good enough. I cannot travel alone in the city, because I don't understand when one speaks fast. I wait for the children to come home to go shopping." P 103

Over 14% of the participants reported they learn Turkish in order to adapt to Turkish society, which they mentioned as the only way to be accepted by Turkish people and to be a member of the society saying the following:

> "We don't know when we go back. We don't know what will happen in the future. So we have to get in well with Turks. They don't have to learn Arabic, but we have to learn Turkish." P 51

> "We are so crowded in the city, but the locals don't like us to walk around in groups and speak Arabic. Sometimes we have problems with them. If we want them to like us, we need to speak Turkish." P 11

> "It is stressfull when you can not communicate with your neighbours. You feel alone. You can not talk to them. They can not help you. You are a foreigner if you don't know Turkish, you are a neighbour if you know the language." P 77

What is the Level of Motivation of Syrian Adult Refugees Towards Learning Turkish as a Second Language?

Data gathered from the motivation scale were analysed quantitatively in reference to the second research question, in

Table 4. Descriptive statistics for motivation scale

Scale Items	n	$\overline{X}$	SD	SEM
Internal motivation	263	3.84	0.648	0.040
I think it would be useful to learn Turkish in order to improve myself.	263	4.46	1.025	0.063
I would like to learn Turkish in order to travel around Turkish geography.	263	4.00	1.215	0.075
I use the opportunities correctly to learn Turkish.	263	4.37	1.033	0.064
I enjoy learning Turkish.	263	4.32	1.040	0.064
I would like to speak Turkish like my native language.	263	4.46	1.006	0.062
I have worries about learning Turkish.	263	2.95	1.595	0.098
I think I am not capable of learning Turkish.	263	2.94	1.609	0.099
I think learning Turkish is difficult.	263	3.00	1.489	0.092
I think speaking Turkish gives me dignity.	263	4.01	1.190	0.073
Instrumental motivation	263	4.23	0.906	0.056
I have to learn Turkish in order to find a job in Turkey.	263	4.29	1.098	0.068
I have to learn Turkish in order to continue my academic career.	263	4.26	1.065	0.066
I would like to learn Turkish to live comfortably in Turkey.	263	4.37	1.037	0.064
I would like to learn Turkish to be informed about the world.	263	4.17	1.100	0.068
I can communicate with more people when I know Turkish.	263	4.31	1.070	0.066
I have to learn Turkish in order to get promoted in my job.	263	4.21	1.117	0.069
I would like to learn Turkish in order to please my employer/teacher.	263	3.93	1.330	0.082
I have to learn Turkish to be more successful in my job.	263	4.32	1.040	0.064
Cultural motivation	263	4.17	0.907	0.056
I would like to learn Turkish since I am interested in Turkish culture.	263	4.20	1.106	0.068
I would like to learn Turkish to be accepted by the Turkish community.	263	4.18	1.053	0.065
Turkish serials and music increase my desire to learn Turkish.	263	4.12	1.148	0.071
I would like to learn Turkish since Turkish people are sincere to refugees.	263	4.21	1.097	0.068
I would like to learn Turkish because of my interest in Anatolian civilization.	263	4.16	1.092	0.067

order to find out Syrian refugees' motivations towards learning Turkish as a second language. Table 4 shows descriptive statistics for the motivation scale.

The results of the descriptive statistics on the level of motivation of Syrian refugees taking part in the study revealed that the mean for internal motivation (IntM) was 3.84 (*SD*= 0.648), for instrumental motivation (InsM) 4.23 (*SD*= 0.906), and for cultural motivation (CulM) 4.17 (*SD*= 0.907) (Table 4). These results indicate that the participants have higher instrumental motivation to learn Turkish as a second language compared to their internal and cultural motivation, however, the overall mean scores of each type of motivation of 4.08 is considered as a high degree of motivation. Considering the motivations of the participants in general, it is seen that the participants largely agree that they would like to speak Turkish like their native language and learning Turkish would be useful to improve themselves ($\bar{\mathbf{X}}$=4.46).

Do Syrian Adult Refugees' Motivations for Learning Turkish Differ Significantly in Terms of their Reasons for Learning Turkish?

After determining the reasons and the level of motivation of Syrian adult refugees for learning Turkish, One-way ANOVA test was used to examine the difference in their motivations regarding their reasons for learning Turkish. Since Levene's Test of homogeneity of variances was achieved (*p* > 0.05), ANOVA statistics was utilized (Field, 2013, p. 443; Pallant, 2016, p. 259). The results can be seen in Table 5 below.

The results of the ANOVA test, as shown in Table 5, do not reveal any significant differences in the level of motivation of Syrian adult refugees in terms of their reasons for learning Turkish (*p* > 0.05), which implies that the refugees' reasons for learning Turkish is not a significant factor to influence motivation for language learning. In other words, the findings suggest that the refugees who learn Turkish for academic purposes, professional career, survival needs, or social adaptation are almost equally motivated.

Table 5. Motivation levels and reasons for learning turkish

Factors	Aims	n	$\bar{\mathbf{X}}$	SD	F	*p*
IntM	Academic career	69	3.91	0.608	1.043	0.374
	Professional career	87	3.86	0.666		
		68	3.72	0.668		
	Survival needs	39	3.86	0.638		
	Social adaptation					
InsM	Academic career	69	4.29	0.929	0.604	0.613
	Professional career	87	4.28	0.822		
		68	4.11	1.016		
	Survival needs	39	4.22	0.854		
	Social adaptation					
CulM	Academic career	69	4.15	0.968	1.090	0.354
	Professional career	87	4.26	0.865		
		68	4.02	0.986		
	Survival needs	39	4.28	0.722		
	Social adaptation					

Do Syrian Adult Refugees' Turkish Achievement Levels Differ Significantly in Terms of their Motivation for Learning Turkish?

With respect to the fourth research question, the data were analysed using One-way ANOVA test to examine the difference in refugees' Turkish achievement levels regarding their motivations for learning Turkish. Levene's Test of homogeneity of variances was achieved (*p* > 0.05), so ANOVA statistics was utilized (Field, 2013, p. 443; Pallant, 2016, p. 259). Table 6 presents the results of One-way ANOVA test.

As illustrated in Table 6, Turkish achievement levels of Syrian adult refugees differ significantly depending on their motivations for learning Turkish (F= 6.798; *p* < 0.01). In order to determine the levels of motivation which cause significant differentiation, Tukey post hoc tests were conducted. The results indicated significant differences between low motivation group and moderate motivation group (md= -12.52; *p* < 0.01), between low motivation group and high motivation group (md= -13.26; *p* < 0.01). The refugees who had a moderate or high level of motivation demonstrated higher achievement levels than those who had a low level of motivation. As the level of motivation increased, the achievement level increased as well.

CONCLUSION

More than 70 million people in the world are refugees today for many reasons such as wars, economic difficulties, poor living conditions, etc. In the world history, many countries face the highest number of refugees seen in recent times. According to figures from the UNHCR, 3.7 million of the nearly 80 million refugees live in Turkey today. These figures make Turkey the country hosting the most refugees in the world. As well as the refugees themselves, the refugee crisis concerns the countries hosting the refugees. One of the most important consequences of the recent refugee influx from Syria to Turkey is related to teaching of Turkish as a foreign language.

People may have various reasons when learning a foreign language. When we look at the studies conducted in the field, it is seen that this variability is shaped by the needs and the purpose of the target audience to use that language. The results of the current study, which was conducted with Syrian adult refugees residing in Turkey and learning Turkish as a second language, showed that refugees learn Turkish for reasons such as professional career, academic career, survival needs and social adaptation. It is noteworthy that Syrian refugees residing in Turkey are learning Turkish as a second language and their main reasons for learning Turkish are vital needs for them rather than arbitrariness. They need to find a job for their living, continue education, get health services, find a shelter, and adapt to their new environment. It was reported in another research that the refugees in Turkey learned the language for exactly the same reasons (Nimer, 2019). It seems that foreign language learners, even in different contexts, have got quite similar reasons for learning languages. Tok and Yıgın (2013) investigated the reasons of foreign students for learning Turkish and obtained

Table 6. Achievement levels and motivations for learning turkish

	Groups	n	$\overline{X}$	SD	F	p	Tukey
Achieve	1. low	35	65.14	23.655	6.798	0.001**	1-2
	2. moderate	75	77.67	17.907			1-3
	3. high	153	78.40	19.202			

**The mean difference is significant at the 0.001 level

similar results consistent with the results of the current study. Similarly, Balaban (2014) reached largely the same results regarding the reasons of Albanian students for learning Turkish as a foreign language.

There is a common belief that motivation has a significant effect on foreign language literacy and the whole language learning process. In this context, motivations of Syrian adult refugees for learning Turkish were investigated within the scope of the study, and their motivations were found to be high. In terms of motivation types, it is seen that refugees were mostly instrumentally motivated, on the other hand they perceived internal motivation as the least important in learning Turkish. The study has confirmed prior research with results. Wimolmas (2013) found that university EFL learners were slightly more instrumentally motivated to learn English. Similarly, Goktepe (2014) found that EFL learners studying at university in Turkey were mostly instrumentally motivated for professional needs. However, these results contradict the results Culma (2011) reported that EFL learners perceived themselves as being more successful in the English conversation class when they were integratively motivated. As mentioned above, the reason underlying the results of the current study might be that the refugees in Turkey, who were forced to be displaced from their home countries, have to start building a new life in their new countries and learn that language for vital needs, not for touristic or cultural needs. These results consolidate the results obtained with the first research question. Professional career, academic career, survival needs, and social adaptation, which are the main reasons of Syrian adult refugees for learning Turkish, are the elements of instrumental motivation (Dörnyei, 1990, pp. 66-67).

On the other hand, no significant differences were found in the level of motivation of Syrian adult refugees in terms of their reasons for learning Turkish, which are professional career, academic career, survival needs and social adaptation. Based on the findings, it can be concluded that the reasons of refugees for learning Turkish are not a significant determinant on their motivation for learning Turkish. It doesn't seem possible to sort these items in the order of priority or importance, as each is a must for refugees to maintain their life, not a choice. This is due to the fact that the profiles of refugees in Turkey are extremely heterogeneous. As such their reasons are different in terms of language education. Some are highly educated and already speak a second language while others are relatively uneducated, illiterate in the Latin or Arabic alphabet. Those who are illiterate need more specific attention on learning Turkish alphabet. The ages of refugees also differ. Younger ones are most likely to learn Turkish for academic purposes while older refugees need to learn the language to find a job and support their families (Nimer, 2019). Therefore, it can be stated that each of these is equally a good reason that will help motivate refugees, who are struggling to survive in a new country, to learn a language.

Based on the results of the study, it can be suggested that motivation is important in raising proficiency in learning Turkish as a second language in that the refugees with high level of motivation scored better in the achievement tests than those with low motivation. These results are consistent with earlier studies, (Ebrahimi & Heidarypur, 2016; Oroujlou & Vahedi, 2011; Sakiroglu & Dikilitas, 2012; Wariyo, 2020), indicating that the refugees with higher motivation level are likely to be more proficient in learning the language than those with lower motivation level. As implicated in these studies, successful language learning doesn't necessarily require the gifted ones with special abilities and high IQs, but primarily those with high motivations. So, at the very first stage, language teachers should seek a way to set clear and achievable goals for learners, which will motivate them to learn that language. Since learners may have different reasons for learning a language as revealed in the study, their motivational needs may differ as well. In this respect, it can be concluded that language teachers need to be concerned with their students' reasons for learning the language in order to be aware of the motivational factors that will help them improve their language learning in general.

As stated at the outset, the current study sought to shed light on the reasons and motivations of Syrian adult refugees to learn Turkish, and the relation between their motivation and their language learning achievement. Given the increasing number of refugees in the global world, there is obviously a need to understand the factors affecting refugees' motivation to learn a second language.

The sampling of the participants, which was limited to Syrian adult refugees residing in Turkey, is the main limitation of this study. Based on this limitation, the sample may not be representative of Syrian refugees in general, the refugees of all ages and those learning a second language other than Turkish in different contexts. Therefore, there is a need for further research with refugees of different backgrounds and in different contexts in order to better understand the relation between motivation and language learning achievement.

REFERENCES

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2014). *Introduction to research in education*: Cengage Learning.

Babbie, E. R. (2017). *The Basics of social research* (7th ed.). Cengage Learning.

Balaban, A. (2014). Arnavutluk'ta Türkçe öğretimi ve Arnavutların Türkçe öğrenme sebepleri. *Journal of International Social Research, 7*(33), 625-634.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative* (2 ed.): Prentice Hall.

Culma, L. M. C. (2011). *Exploring the role of integrative and instrumental motivation in an English conversation class of a teaching English as a foreign language (TEFL) program.* Universidad Tecnológica de Pereira. Facultad de Bellas Artesy Humanidades.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language learning, 40*(1), 45-78. https://doi.org/10.1111/j.1467-1770.1990.tb00954.x

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal, 78*(3), 273-284. https://doi.org/10.2307/330107

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*(3), 117-135. https://doi.org/10.1017/S026144480001315X

Dörnyei, Z. & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University, London) 4,* 43–69.

Ebrahimi, M., & Heidarypur, M. (2016). The relationship between Iranian EFL advanced learners' personality types, motivation and language learning success. *Journal of English Language Pedagogy and Practice, 9*(18), 143-157.

Erdoğan, M., & Çorabatır, M. (2019). Suriyeli mülteci nüfusunun demografik gelişimi, Türkiye'deki eğitim, istihdam ve belediye hizmetlerine yakın gelecekte olası etkileri. *QUDRA Programme Research Panel.*

Erdoğan, M. M., Erdoğan, A., & Yavcan, B. (2017). *Elite dialogue: Türkiye'deki Suriyeli mülteci akademisyen ve üniversite öğrencilerinin durumu, sorunları ve beklentileri araştırması.* HUGO&IGAM.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage.

George, D., & Mallery, P. (2020). *IBM SPSS statistics 26 step by step: A simple guide and reference* (16th ed.). Routledge.

Gholami, R., Allahyar, N., & Rafik-Galea, S. (2012). Integrative motivation as an essential determinant of achievement: A case of EFL high school students. *World Applied Sciences Journal, 17*(11), 1416-1424.

Gliner, J. A., Morgan, G. A., & Leech, N. L. (2017). *Research methods in applied settings: An integrated approach to design and analysis* (2nd ed.). Routledge.

Goktepe, F. T. (2014). Attitudes and motivation of Turkish undergraduate EFL students towards learning English language. *Studies in English Language Teaching, 2*(3), 314-332.

Gürbüz, S., & Şahin, F. (2016). *Sosyal bilimlerde araştırma yöntemleri*. Seçkin Yayıncılık.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis: Pearson new international edition* (7th ed.). Pearson Education Limited.

IOM, I. O. F. M. (2011). Glossary on migration. In R. Perruchoud, & J. Redpath-Cross (Eds.). *International Organization for Migration*.

Kalaycı, Ş. (2017). *SPSS uygulamalı çok değişkenli istatistik teknikleri*. Dinamik Akademi Yayın Dağıtım.

Kardeş, S., & Akman, B. (2018). Suriyeli sığınmacıların eğitimine yönelik öğretmen görüşleri. *Elementary Education Online, 17*(3), 1224-1237. doi 10.17051/ilkonline.2018.466333

Laher, S., & Botha, A. (2012). Methods of sampling. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global context* (pp. 86-99). McGraw Hill.

Nimer, M. (2019). *Institutional structures and Syrian refugees' experiences with Turkish language education in Turkey.* Istanbul Policy Center (IPC).

Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences, 29*, 994-1000. https://doi.org/10.1016/j.sbspro.2011.11.333

Özkarslı, F. (2014). *Suriye'den Türkiye'ye göç ve Suriyelilerin enformel istihdamı (Mardin örneği)* (Master's thesis). Mardin Artuklu Üniversitesi Sosyal Bilimler Enstitüsü.

Öztürk, F. Z. (2018). Mülteci öğrencilere sunulan eğitim-öğretim hizmetinin sosyal bilgiler öğretmen görüşlerine göre değerlendirilmesi. *Anadolu Journal of Educational Sciences International, 8*(1), 52-79. 10.18039/ajesi.393879

Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (6th ed.). Allen & Unwin.

Sakiroglu, B., & Dikilitas, K. (2012). Language learning motivation of Turkish tertiary level EFL students. *Procedia-Social and Behavioral Sciences, 46*, 3215-3219. https://doi.org/10.1016/j.sbspro.2012.06.039

Sayar, E. (2019). Yabancı dil olarak Türkçe öğrenme nedenlerine yönelik bir ihtiyaç analizi: Cibuti örneği. *Hacettepe Üniversitesi Yabancı Dil Olarak Türkçe Araştırmaları Dergisi, 5*, 95-108.

Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online, 8*(2), 23-74.

Sevim, O. (2019). Yabancı dil olarak Türkçe öğrenmeye yönelik motivasyon: Bir ölçek geliştirme çalışması. *Atatürk Üniversitesi Türkiyat Araştırmaları Enstitüsü Dergisi, 65*, 567-586. https://doi.org/10.14222/Turkiyat4170

Tok, M., & Yığın, M. (2013). Yabancı uyruklu öğrencilerin Türkçe öğrenme nedenlerine ilişkin bir durum çalışması. *Dil ve Edebiyat Egitimi Dergisi, 2*(8), 132-147.

Tunçel, H. (2014). Yabancı dil olarak Türkçeye yönelik motivasyon algısı. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 11*(28), 177-198.

Tunçel, H. (2016). Yunan üniversite öğrencilerinin yabancı dil olarak Türkçeye yönelik algıları ve Türkçe öğrenme sebepleri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 20*(1), 107-128.

Türk Dil Kurumu (2021). *Büyük Türkçe Sözlük*. Ankara: Türk Dil Kurumu Yayınları. https://sozluk.gov.tr

Türker, M. S., & Göçmenler, H. (2020). Suriyeli öğrencilere Türkçenin ikinci/yabancı dil olarak öğretiminde yaşanan sorunların öğretmen görüşleri açısından değerlendir-

ilmesi. *Turkish Studies-Education, 15*(6), 4549-4568. https://dx.doi.org/10.47423/TurkishStudies.46107

Wariyo, L. G. (2020). Instructional goal structure, gender, and second language motivation affecting English language achievement. *Journal of Language and Education, 6*(1), 134-156. https://doi.org/10.17323/jle.2020.7766

Wimolmas, R. (2013). *A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University*. Paper presented at the Proceedings of the 3rd International Conference on Foreign Language Learning and Teaching (FLLT). http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/private_folder/Proceeding/904.pdf

Wyse, D., Selwyn, N., Smith, E., & Suter, L. E. (2017). *The BERA/SAGE handbook of educational research*: Sage.

Yurdakul, A., & Tok, T. N. (2018). Öğretmen gözüyle göçmen/mülteci öğrenci. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi, 9*(2), 46-58.